DOCUMENT RESUME

ED 059 396 VT 014 762

TITLE	Career Education.
INSTITUTION	Office of Education (DHEW), Washington, D.C.
REPORT NO	DHEW-Pub-OE-72-39
PUB DATE	71
NOTE	19p.
AVAILABLE FROM	Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 1780-0878; HE 5.280:80075 $.20)
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Career Choice; *Career Education; *Career Planning; Educational Innovation; Elementary Grades; Occupational Clusters; Occupational Guidance; Secondary Grades; Vocational Counseling; *Vocational Development
IDENTIFIERS	*Occupational Exploration

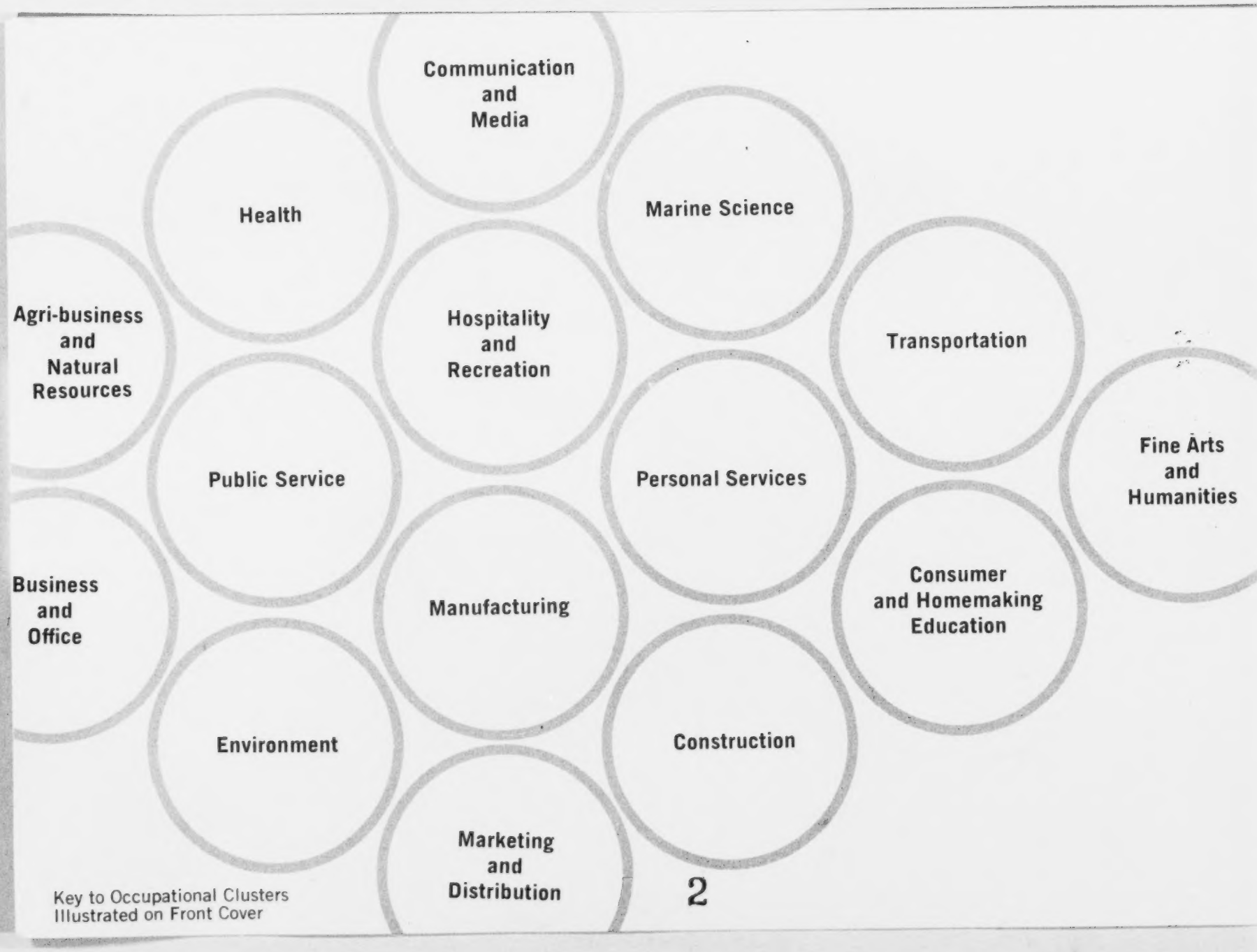
ABSTRACT

Nearly 25 million students leave the formal education system of the United States each year without adequate preparation for a career. Career education offers an opportunity to develop and implement more appropriate curriculums that will meet the needs and desires of students and serve the purposes of society. The fundamental concept of career education is that all educational experiences, curriculum, instruction, and counseling should be geared to preparation for economic independence and an appreciation for the dignity of work. Beginning with the early elementary school years (K-6), the student is provided an opportunity to explore a wide spectrum of occupational clusters so that by the middle grades (Grades 7-9) he can examine more closely those clusters in which he is most interested. By the end of the 10th grade he develops elementary job skills that he can pursue if he does not complete the 12th grade. If he does complete the 12th grade, the student is prepared to enter the labor market or to continue his education at a post-secondary institution. To put a career education program into action requires a profound rethinking of missions and restructuring of operations by all who are concerned with American education, but the benefits gained will be worth the investment. (SB)

VT014762

ED 059396

CAREER EDUCATION



Key to Occupational Clusters
Illustrated on Front Cover

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

CAREER EDUCATION

ED 059396

U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE
Elliot L. Richardson, *Secretary*

Office of Education
S. P. Marland, Jr., *Commissioner*

DHEW Publication No. (OE) 72-39

Superintendent of Documents Catalog No. HE 5.280:80075
U.S. GOVERNMENT PRINTING OFFICE
WASHINGTON: 1971

For sale by the Superintendent of Documents, U.S. Government Printing Office
Washington, D.C. 20402 - Price 20 cents
Stock Number 1780-0878

FOREWORD

In March 1970 President Nixon challenged the leaders of the Nation's schools to institute massive reform. He said:

By demanding education reform now, we can gain the understanding we need to help every student reach new levels of achievement; only by challenging conventional wisdom can we as a nation gain the wisdom we need to educate our young in the decade of the seventies.

Career education is one answer to the President's call for reform. U.S. Commissioner of Education S. P. Marland, Jr., has described this revolutionary concept as "a new order of education concerned with the usefulness and self-realization of every individual."

Much work by State and local administrators, teachers, curriculum developers, and counselors must follow before an educational revolution is truly under way. This pamphlet, an outline of a concept that could change the shape of American education, is for them and for all who are concerned with the health and progress of our schools.

CONTENTS

Foreword	iii
The Need for Educational Reform	1
A Solution: Career Education	2
The Goals of Career Education	3
The Career Education Concept	6
Costs and Meaning to Education	8
Examples and Progress	9
Additional Sources of Information	15
Chart I . . . The Problem	4
Chart II . . . A Solution—An Example of a Career Education Model	5

THE NEED FOR EDUCATIONAL REFORM

A fundamental purpose of education is to prepare the young to live a productive and rewarding life. For far too many young Americans our schools are failing in this essential mission.

In typical schools throughout the country young people complain that curriculums are dull and irrelevant, that their education is not opening pathways to a fulfilling adulthood. Substantial numbers of students score below their grade level in basic skills; high dropout rates, absenteeism, academic failure, drug abuse, vandalism, and assaults on administrators, teachers, and pupils signal their discontent.

It is a rare high school that equips all its students to make the choice upon graduation of entering the job market with a salable skill or of continuing their education. Too often the graduate has neither option, let alone the opportunity to select one or the other.

Nearly 2.5 million students leave the formal education system of the United States each year without adequate preparation for a career (chart I). In 1970, not counting enrollment in homemaking, only about one high school student in six was enrolled in occupational preparation. More persons are graduating from a 4-year college with a bachelor's degree than there are jobs for degree holders. By the end of this decade eight out of 10 jobs in America will not require a baccalaureate degree.

More appropriate curriculums must be developed, validated, and installed, and they must be used more realistically if we are to meet the needs and desires of students and serve the purposes of society.

A SOLUTION: CAREER EDUCATION

The fundamental concept of career education is that all educational experiences, curriculum, instruction, and counseling should be geared to preparation for economic independence and an *appreciation for the dignity of work.*

The main thrust of career education is to prepare all students for a successful life of work by increasing their options for occupational choice, by eliminating barriers—real and imagined—to attaining job skills, and by enhancing learning achievement in all subject areas and at all levels of education.

Career education recognizes critical decision points at which students must be prepared and equipped to decide whether to pursue a job, seek further education, or choose some combination of both.

Dr. Marland has pointed out that conventional economic success is not necessarily compatible with every student's goal:

Some young people—and perhaps there will be more as the seventies progress—are not necessarily impressed with the economic advantages implicit in work. Those young people who march to a drumbeat different from the economic rhythm of their fathers often possess a deep commitment to the service of their fellowman. They too are the concern of career education, for the essential message of this program is a useful and fulfilling life. *They will be better able to serve their fellowman if qualified as skilled artisans, health technicians, accountants, social work aides, teachers, environmental technicians, engineers—to mention a few fields of usefulness and fulfillment.*

In scope, career education encompasses educational experiences beginning with early childhood and continuing through the individual's productive life.

In early childhood it provides an awareness of the world of work as well as direct experiences to motivate and captivate the learner's interest. As the child moves through school he increases his familiarity with the world of work and acquires knowledge necessary to obtain meaningful employment upon leaving school. Career education prepares the individual for employment and, later in his career, upgrades his skills, updates his knowledge, retrains him for a new job.

THE GOALS OF CAREER EDUCATION

Career education, in the words of Commissioner Marland, will eliminate the artificial separation "between things academic and things vocational."

The Commissioner has observed that:

Educators must be bent on preparing students either to become properly and usefully employed immediately upon graduation from high school or to go on to further formal education. The student should be equipped occupationally, academically, and emotionally to spin off from the system at whatever point he chooses—whether at age 16 as a craftsman apprentice, or age 30 as a surgeon, or age 60 as a newly trained practical nurse.

Career education increases the relevance of school by focusing on the learner's career choice. It gives students informed guidance, counseling, and instruction throughout their school years.

It demands no permanent bondage to a career goal. Rather, it reveals to students their great range of occupational options and helps them to develop positive attitudes toward work.

Career education will enable nearly all persons who complete secondary school to obtain immediate employment or go on to technical school or college. Placement services in the school system will assist every student, especially the student leaving before he completes the 12th grade, to plan the next step in his development. Job entrance will be

Chart 1

THE PROBLEM

Nearly 2.5 million students leave the formal education system of the U.S. each year without adequate preparation for careers. In 1970-71, there were:

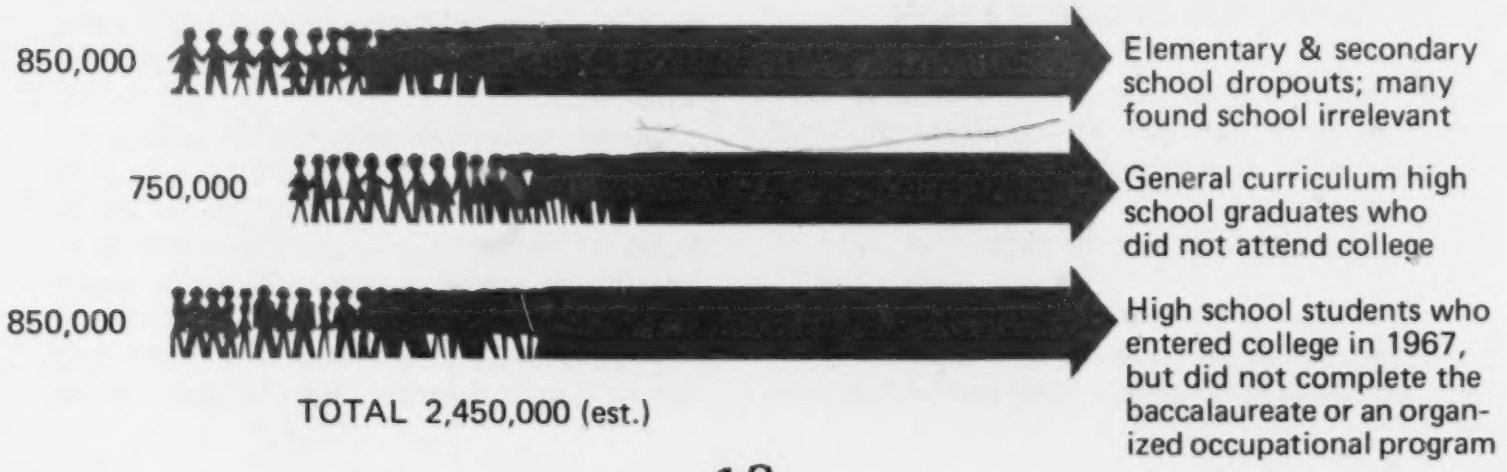
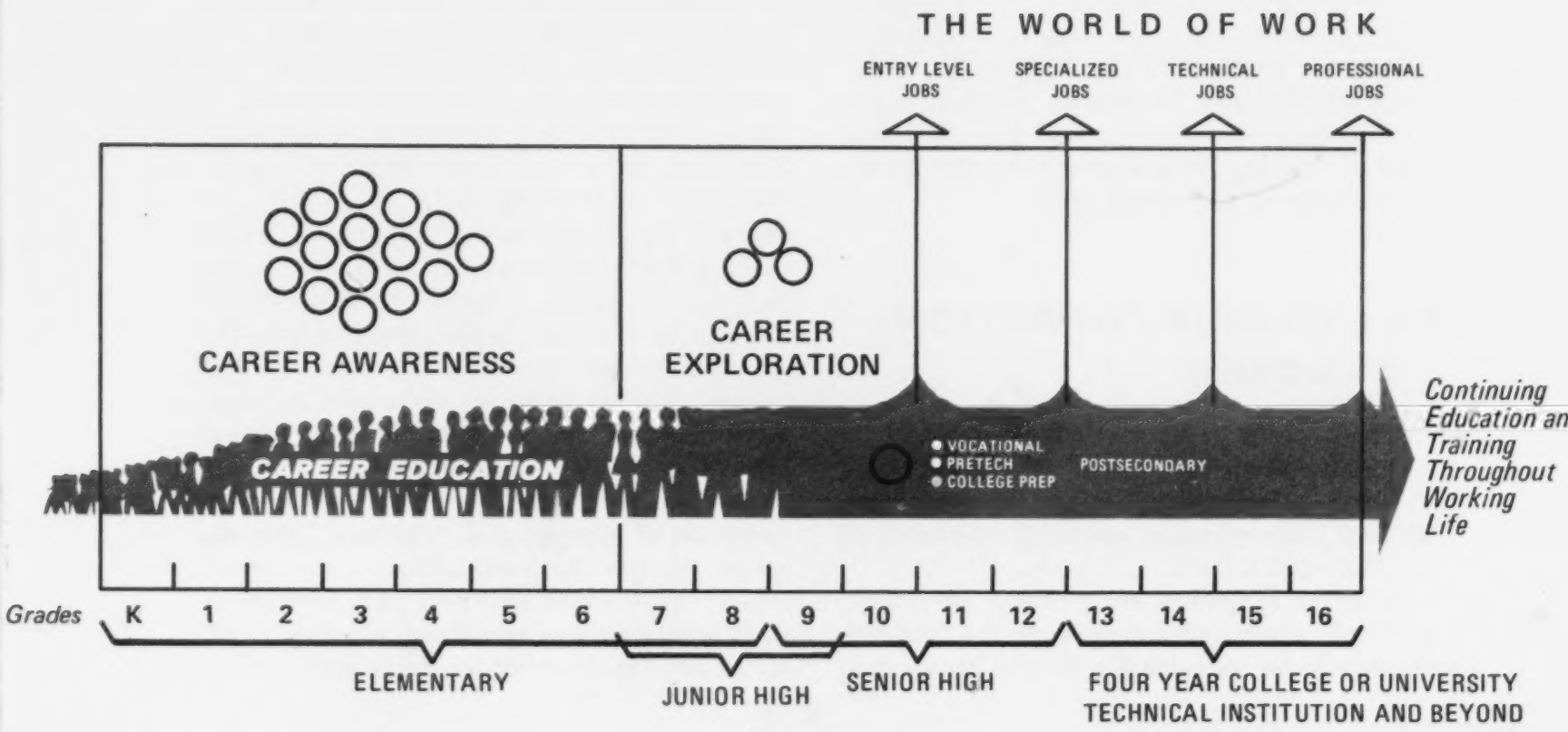

850,000
Elementary & secondary school dropouts; many found school irrelevant
750,000
General curriculum high school graduates who did not attend college
850,000
High school students who entered college in 1967, but did not complete the baccalaureate or an organized occupational program
TOTAL 2,450,000 (est.)

Chart II

A SOLUTION...

An Example of a ***CAREER EDUCATION*** Model



just as important as college entrance to counselors and teachers. Skill credentials, universally recognized, will be just as valid as the commonly accepted credentials for college entrance.

There will be no "dropouts," only individuals who choose to go to work or to pursue a different kind of education. Entrance and exit requirements will be flexible enough to enable all persons to acquire—at any time they choose—the educational and occupational experiences that meet their needs.

THE CAREER EDUCATION CONCEPT

The current categorization of school curriculums into "vocational," "general," and "college preparatory" education makes it difficult for a school to meet the real needs of students and society.

A school system offering career education, however, could make it possible for students to pursue an individualized year-round program. Students could leave or reenter school at almost any time to further their education or sharpen their job training.

A few schools and school systems have installed career education elements. But none has adopted a curriculum that cuts across all of a student's educational experience and runs throughout the entire elementary and secondary spectrum. This total approach is the essence of career education. It should at this time extend at least through 2 post-secondary years of school.

Under the career education concept, every child gets the same educational bill of fare up to a certain grade, usually the 6th. Besides learning how to read, write, and compute, the career education student studies history, languages, and the physical and social sciences. (See chart II for an example of a Career Education model.) Simultaneously, he explores the world of work through a wide spectrum of occupational "clusters." For example, in the "transportation occupations" cluster, he becomes aware of such diverse occupational areas as aerospace, pipeline, road, and water transportation. He is made aware

of the hundreds of job categories in each and their relationship to each other as well as to himself and his fellow members of society. The same exposure is provided in the "health occupations" cluster and its service possibilities in accident prevention, pharmacology, and medical and dental science.

In the middle grades, 7 through 9, the student examines more closely those clusters in which he is most interested. By the end of the 10th grade he develops elementary job entry skills—as a typist, for example, or construction helper, social work aide, service station attendant, or environmental technician aide —skills he can pursue if he does not complete the 12th grade. If he does complete the 12th grade, the student is prepared to enter the world of work or to continue his education at a postsecondary institution—college, technical institute, or other—suitable to his needs, interests, and abilities.

All students have the opportunity to enjoy actual work during their high school years. This is accomplished through cooperative arrangements with business, industry, and public institutions. Extensive guidance and counseling activities assist the student to discover and develop his particular interests and abilities and match them against potential careers.

O

A student preparing for postsecondary education while in high school would have less time for indepth occupational preparation. Nevertheless, as a participant in a career education program, he would acquire entry-level job skills through some courses in school and through on-the-job or work center experience.

It is important that each student master the skills he will require to live by. Whether these skills are labeled "academic" or "vocational" is beside the point. The essential need is that every student be equipped to live his life as a fulfilled human being. If he is to live his life with machines, he must know how to use them. If he is to live with a slide rule or a computer, he must understand its magic. If he is to combat diseases that afflict mankind, he must know a great deal about the human body and mind and all the ills they are heir to.

COSTS AND MEANING TO THE EDUCATIONAL ESTABLISHMENT

Obviously, to put a career education program into action requires a profound rethinking of missions and restructuring of operations by all who are concerned with American education.

School board members and the general public will have to make some fundamental decisions. Career education's initial installation costs, including inservice training and new curriculum materials, could increase school budgets fairly substantially the first few years. However, after a school system has retooled and converted to a career education program, the continuing costs of its maintenance and operation should decline nearly to previous levels.

In most school systems it will be necessary to employ more counselors, paraprofessionals, and others. Administrators, teachers, counselors, and paraprofessionals will require inservice training to become familiar with career education concepts. They will need to learn the effective use of new laboratories, instructional materials, and media.

Teachers and guidance counselors will have to make substantial changes in their knowledge banks and accept the career-oriented learner as equal in value to the traditionally more fashionable college-oriented student. They should broaden their own actual work experiences so that they can help students more effectively to prepare to live and work in a great variety of situations.

There will be large rewards for educators and students in a career education program. School administrators and teachers will gain a renewed sense of accomplishment in giving students realistic, effective preparation for life in the society into which they will be graduated. Schools will become animated, joyful places rather than the fortresses of despair that so many of them are today.

EXAMPLES AND PROGRESS

The career education concept is being developed through State-level curriculum laboratories and State vocational research coordinating units. This process of development and diffusion at the State level is increasing.

The U.S. Office of Education is conducting a series of "capstone" projects in which schools with partial career education programs will be able to increase and hasten their efforts to install comprehensive programs. The "capstone" programs will serve as models and working demonstrations of career education in action.

For the past 2 years the Office's Bureau of Adult, Vocational, and Technical Education has funded exemplary *vocational* education programs in many States. Some of these programs have developed breakthroughs that are being incorporated into emerging model *career* education curriculums.

The bureau has identified and codified 15 occupational clusters in all. Aside from the transportation and health occupation clusters already mentioned, they are: agri-business and natural resources, business and office, communication and media, consumer and homemaking education, construction, environment, fine arts and humanities, hospitality and recreation, manufacturing, marine science, marketing and distribution, personal services, and public service. These clusters are being modified and adapted to fit some local situations, and in some cases are being adopted virtually completely. For example, the Arizona State Board of Education made $1.9 million available to install career education in 15 school systems starting in September 1971. The Office of Education's 15 occupational clusters are playing a key role in this conversion program.

Other States with outstanding examples of

local efforts to install career education programs include Delaware, Georgia, Mississippi, New Jersey, North Dakota, and Wyoming. Large-city school systems turning to career education as their basic design include those of Dallas and San Diego.

These are promising first steps—but only first steps—on the long road to nationwide educational reform. Speaking before the Council of Chief State School Officers in June 1971, Commissioner Marland described the concepts of *career* education as they were being formulated in the Office of Education. He added, significantly:

Career education cannot be defined solely in Washington. Revolution doesn't happen because government suggests it. We can ask many of the questions, we can help with funds, but if career education is to be the revolutionary instrument that the times demand it will be defined in hard and urgent debate across the land by teachers, laymen, students, and administrators in months to come. Let that debate start now.

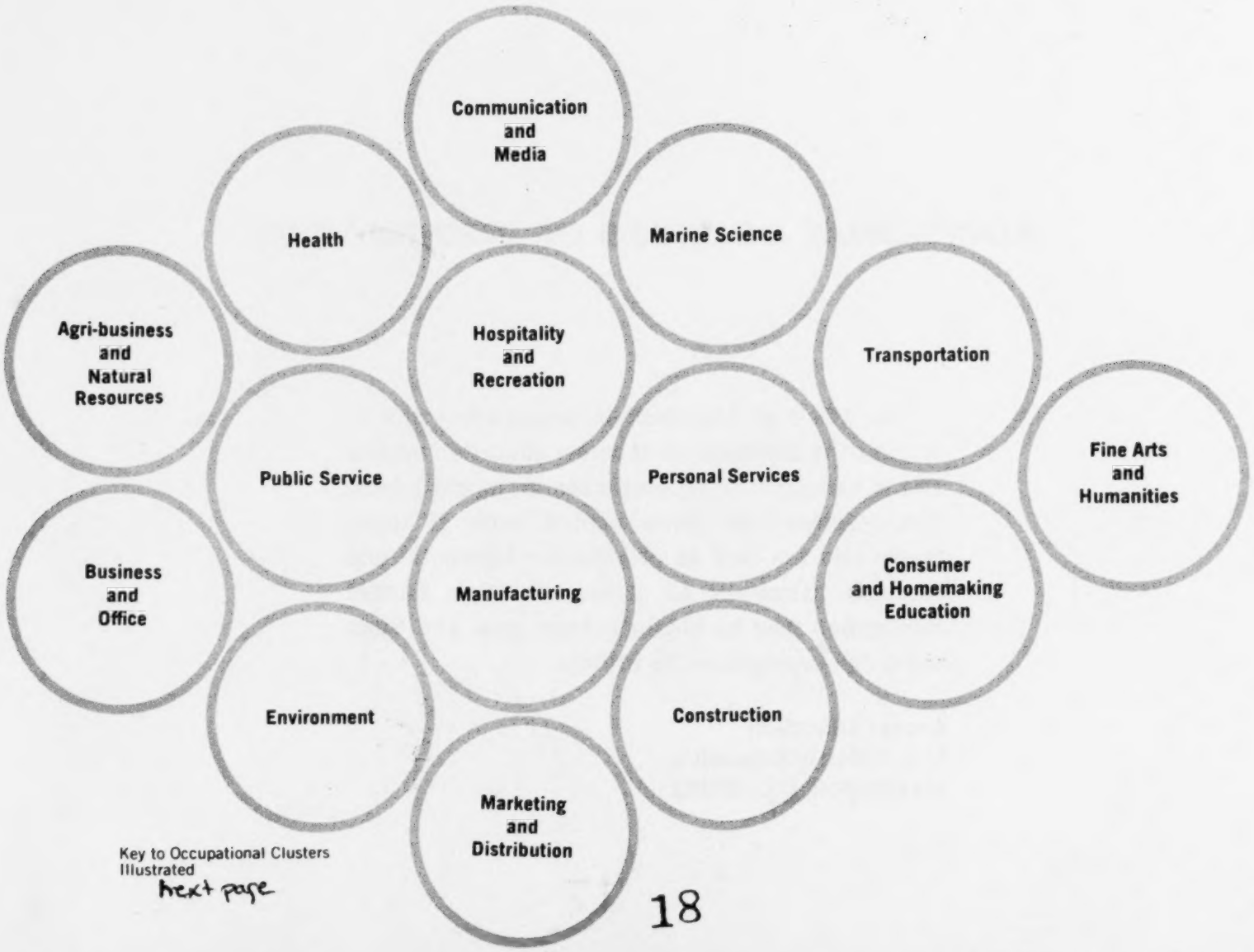
The Chief State School Officers, without a single exception, agreed to commit themselves to the educational revolution that is now taking form.

The future of that revolution will depend on the support it receives from the people of America—especially from its educators.

ADDITIONAL SOURCES OF INFORMATION

The Office of Education is encouraging and financing the development of career education models and is serving as a clearinghouse on career education developments. On a limited scale, it sends teams into the field to provide developmental and technical assistance on career education. Further information may be obtained from local and State education agencies or by writing:

Career Education
U.S. Office of Education
Washington, D.C. 20202



Key to Occupational Clusters Illustrated

next page

☆ U. S. GOVERNMENT PRINTING OFFICE : 1971 O - 449-190